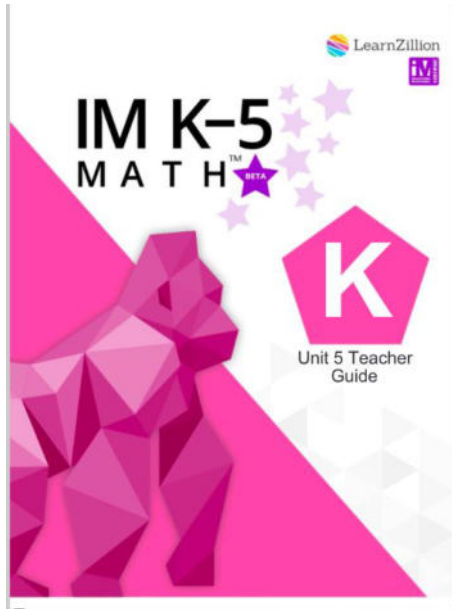


# ILLUSTRATIVE MATHEMATICS

## UNIT PREVIEW



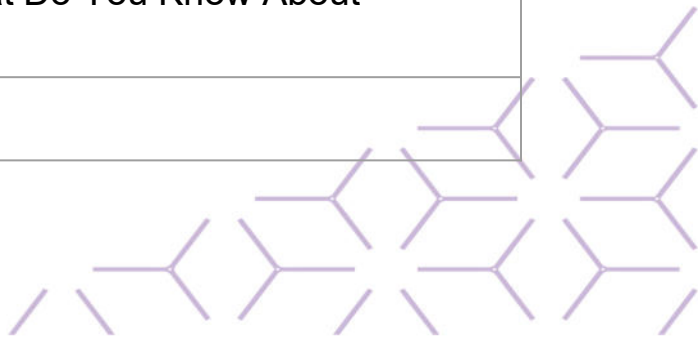
### Kindergarten - Unit 5

### Compose and Decompose Numbers to 10

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# Unit Details

<b>Lessons:</b> 17	<b>Sections:</b> 3	<b>Total Days:</b> 20
<b>Unit Goal:</b> Students compose and decompose numbers within 10.		
<b>Standards:</b> K.OA.A.2, K.OA.A.3, K.OA.4, K.OA.A.5		
<b>Mathematical Practices:</b> MP1, MP4, MP6, MP7		
<b>Mathematical Language Routines:</b> MLR7: Compare and Connect, MLR8: Discussion Supports		
<b>Instructional Routines:</b> Notice and Wonder, Number Talk, How Many Do You See?, Which One Doesn't Belong?, Choral Count, Act It Out, What Do You Know About _____?		
<b>Vocabulary:</b> Equation		



# Starting with the End in Mind

Take the Unit 5 [Assessment](#) .....

**Reflect:** Why is it important to know and track this information about students?  
How will you use the data from this assessment to inform your instruction?  
What misconceptions might students have as they take the assessment?

**Consider:** How will you assess students in person? How will you assess them remotely?



# Dive Deep Into the Unit

## Read the Unit Overview

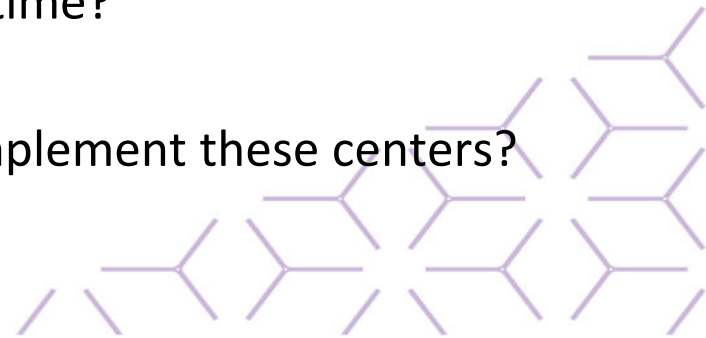
- What should students be able to do when they begin this unit?
- What background knowledge should students have to help them succeed with this unit?
- What should students be able to do when they finish this unit?
- What will students learn in each section?

## Materials

- Review the black line masters that are used in this unit.
- What materials need to be prepped ahead of time?

## Read the Center Overview

- What materials do you need to successfully implement these centers?



# Section A Overview

## Compose and Decompose Numbers to 9

### Read & Reflect on Section A

**Goals:** *What are the goals of this section?*

**Routines:** *Read through the warm-ups for each lesson in the section.*

- Which routines are familiar and which ones are new?

**Centers:** *Read through the centers included in this section.*

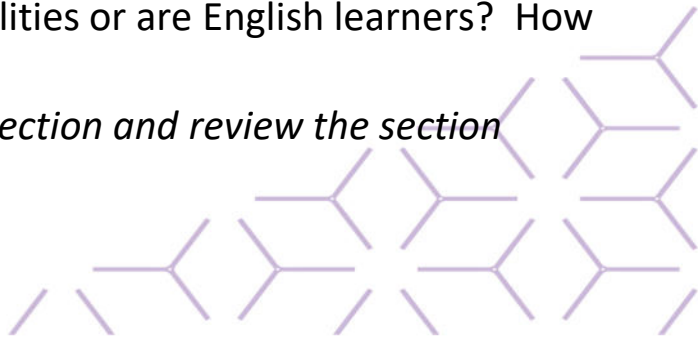
- How might you use these centers with students?
- What materials will you need to prepare?

**Supports:** *Select a lesson that has supports for students with disabilities and English learners and read the detailed description of the support within the lesson activity.*

- How do the supports increase access for students with disabilities or are English learners? How might these supports benefit all students?

**Assessment:** *Read through the cool-downs for each lesson in the section and review the section checkpoint.*

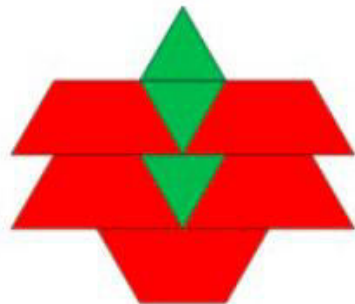
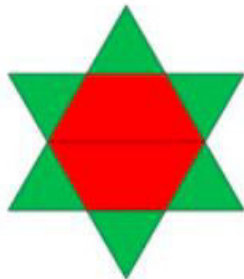
- Which cool-downs are familiar and which ones are new?
- How will student understanding be assessed in this section?



# Section A Debrief Activity

## Lesson 4, Activity 2

### Han's Pattern Block Design



1. Read the PLC activity.
2. What are the benefits of this activity?
3. What kind of responses will students give?
4. What misconceptions might they have?
5. Think about how you would present this activity in person.
6. Be prepared to demonstrate for your colleagues how you would present this activity virtually.



# Section B Overview

## More Types of Story Problems

### Read & Reflect on Section B

**Goals:** *What are the goals of this section?*

**Routines:** *Read through the warm-ups for each lesson in the section.*

- Which routines are familiar and which ones are new?

**Centers:** *Read through the centers included in this section.*

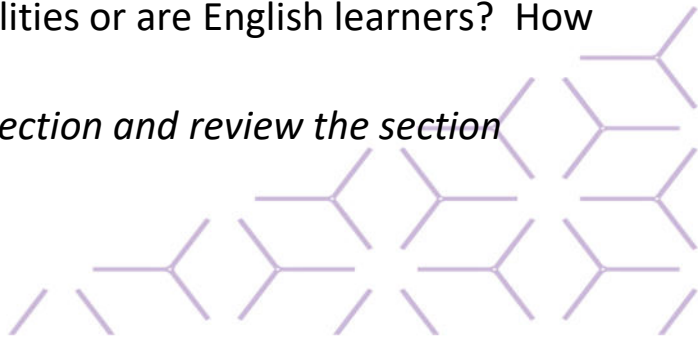
- How might you use these centers with students?
- What materials will you need to prepare?

**Supports:** *Select a lesson that has supports for students with disabilities and English learners and read the detailed description of the support within the lesson activity.*

- How do the supports increase access for students with disabilities or are English learners? How might these supports benefit all students?

**Assessment:** *Read through the cool-downs for each lesson in the section and review the section checkpoint.*

- Which cool-downs are familiar and which ones are new?
- How will student understanding be assessed in this section?

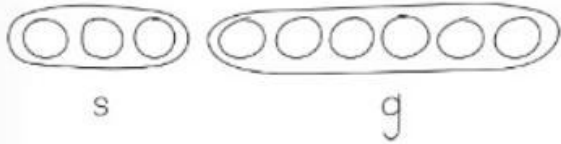


# Section B Debrief Activity

## Lesson 10, Activity 1 Citrus Juice



Clare:



Diego:



1. Read the PLC activity.
2. What are the benefits of this activity?
3. What kind of responses will students give?
4. What misconceptions might they have?
5. Think about how you would present this activity in person.
6. Be prepared to demonstrate for your colleagues how you would present this activity virtually.



# Section C Overview

## Make and Break Apart 10

### Read & Reflect on Section C

**Goals:** *What are the goals of this section?*

**Routines:** *Read through the warm-ups for each lesson in the section.*

- Which routines are familiar and which ones are new?

**Centers:** *Read through the centers included in this section.*

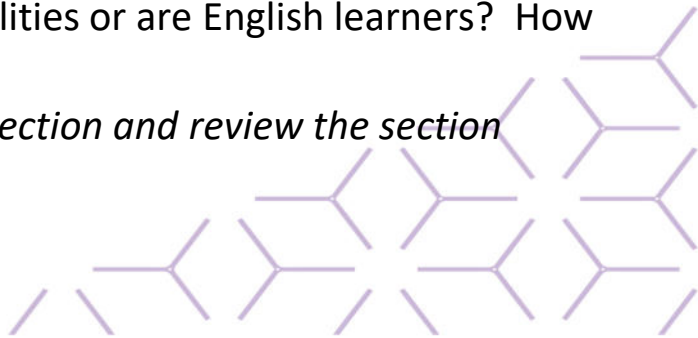
- How might you use these centers with students?
- What materials will you need to prepare?

**Supports:** *Select a lesson that has supports for students with disabilities and English learners and read the detailed description of the support within the lesson activity.*

- How do the supports increase access for students with disabilities or are English learners? How might these supports benefit all students?

**Assessment:** *Read through the cool-downs for each lesson in the section and review the section checkpoint.*

- Which cool-downs are familiar and which ones are new?
- How will student understanding be assessed in this section?



# Section C Debrief Activity

## Lesson 16, Activity 1

Introduce Snap the Cubes, How Many Are Missing?



1. Read the PLC activity.
2. What are the benefits of this activity?
3. What kind of responses will students give?
4. What misconceptions might they have?
5. Think about how you would present this activity in person.
6. Be prepared to demonstrate for your colleagues how you would present this activity virtually.

# Final Reflections

**Be prepared to discuss the following questions in your debrief session.**

- What are the **goals** of this unit?
- How can **warm-up/cool-down routines** be presented to students during remote learning? What are the most important things to consider as you plan to complete these routines?
- What **center** is the one you are most excited to see your students use? Why? Is there a center that you are feeling nervous about using?
- How might you use the **supports** suggested in this unit?
- How do you plan to use the “**practice problems**”?
- How will you **assess** students if they are in the classroom? How will you assess students if they are learning from home? How will you track assessment data?
- How can we build a **learning community** and continue **mathematical discourse** in a remote learning environment?
- What further supports do you need to feel like you can be **successful** in the **implementation** of this unit?

